DOCUMENT RESUME

ED 332 732 JC 880 383

AUTHOR Grosz, Karen Sue, Ed.
TITLE Issues in California Community Colleges .
INSTITUTION California Community Colleges, Sacramento. Academic Senate.
PUB DATE 88
NOTE 65p.
AVAILABLE FROM The Academic Senate for California Community Colleges, 1107 Ninth Street, Sacramento, CA 95814.
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT Forum; v5 Sum 1988

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Childrens Literature; Codes of Ethics; *College Administration; College Curriculum; *College Faculty; College School Cooperation; Community Colleges; Critical Thinking; *Enrichment Activities; *Faculty Organizations; Humanities Instruction; *Scholarship; Two Year College Students
IDENTIFIERS *California Community Colleges

ABSTRACT

Designed as a forum for the exchange of ideas among California community college faculty, this journal offers a series of articles addressing instructional and administrative concerns. The volume contains: (1) "Campus Life: A Book Review," by John McFarland; (2) "The Scholar in the Two-Year College: Magritte's Mermaid or Chiron?" by Susan Petit, which addresses difficulties encountered by community college faculty in scholarly pursuits and ways administrators can minimize these obstacles; (3) "A Network for English Majors," by Mary Spangler, which describes the development of and activities sponsored by the "English Circle," an informal support network for transfer students majoring or minoring in English at Los Angeles Valley College; (4) "Interchangeable Parts," by Sandy Lydon, which looks at the trend toward standardization and conformity within the administrations of California's community colleges; and (5) "Images of Teaching and Learning in Children's Literature," by Karen Sue Grosz. The issue also includes four policy papers developed by the Academic Senate Educational Policies Committee, focusing on the adoption of the American Association of University Professors' ethics statement; the integration of critical thinking skills into the curriculum; the renewal of the California community colleges' commitment to humanities instruction; and activities and incentives for improving articulation between high schools and community colleges. (AJL)

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[Issues in California Community Colleges.]

FORUM

Karen Sue Grosz
Editor

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A Publication of

THE ACADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGES

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VOLUME V SUMMER 1988

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ACKNOWLEDGEMENTS

With special thanks to Santa Monica College English Professor Charles R. Donaldson for assisting with the proofreading and editing of the final draft.

Thanks are also due to the Santa Monica College Print Shop personnel and to Superintendent/ President Richard L. Moore for generous assistance with the printing of this journal.

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EDITOR'S PAGE

This fifth issue of the *Forum* reflects the interest community college faculty have shown in the idea of a scholarly journal, for it has doubled in size from last year's issue. Begun in the spring of 1981 and presented again in 1982, 1986, and 1987, the *Forum* has provided faculty and others a place to express their views, a true marketplace of ideas.

This volume lives up to the high standards set in previous years, with outstanding contributions from faculty who demonstrate their interest in the educational issues of the day and their commitment to the educational tradition.

John McFarland, a professor of history at Sierra College and chair of the FACCC legislative committee, provides a book review on college life. The review demonstrates that, while much has changed on college campuses, especially for the faculty, a lot remains the same in the world of academe, with student unrest a fact of life from earliest campus days.

Susan Petit, Professor of English and French at College of San Mateo, has served on the Academic Senate Educational Policies Committee since its inception and has served on the Senate Executive Committee. Her article, which was presented at the Modern Language Association Convention in December of 1987, discusses the difficulties of the community college scholar who must juggle a heavy workload with the time-consuming task of writing and publishing. She offers suggestions for administrators to encourage and facilitate the production of such scholarly material by the faculty.

The Los Angeles Valley College Network for English Majors, organized by English Professors Mary Spangler and Shirley Lowry, has served not only to increase English enrollments at the college, but also to provide an important bridge for students who plan to transfer. Its success demonstrates the valuable results of such outreach efforts on the part of community college faculty.

Sandy Lydon, president of the Cabrillo College Faculty Senate, has adapted an article which first appeared in the Cabrillo Faculty Senate's journal, *The Issue*. Lydon has taught at Cabrillo

for twenty years, and his recent book, *Chinese Gold*, was selected as Outstanding Book of 1987 by the Association for Asian American Studies. He is the first community college faculty member ever to be so honored by the Association. He writes here about the standardization of community college administration and suggests ways that faculty can help to mitigate the negative effects of such conformity.

Academic Senate President Karen Grosz presents images of teaching and learning found in children's literature, drawing heavily from *Alice's Adventures in Wonderland*. A teacher of children's literature and remedial English at Santa Monica College, Karen Grosz has been active in Senate activities at the local and state levels for more than the past decade.

Included in this volume are the four policy papers developed by the Academic Senate Educational Policies Committee, chaired this year by Carmen Maldonado Decker. The first article explains why the Academic Senate, like the CSU Senate, has adopted the AAUP statement on ethics in the college curriculum. "Critical Thinking in the College Curriculum" provides a working definition of critical thinking applicable to both content-based and skill-based courses. With a series of national articles focusing upon what students know or should know, the Educational Policies Committee drafted a position paper detailing the benefits of the humanities for community college students. Finally, a paper on articulation between high schools and community colleges suggests activities and incentives for faculty, providing a philosophical basis for such articulation efforts.

--Karen Sue Grosz, Editor
Santa Monica College

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CAMPUS LIFE: A BOOK REVIEW

by John McFarland, Sierra College

Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present
by H.L. Horowitz (Knopf, 1987)

It was not unusual for public school boards--like Cleveland's in 1911--to publish Teachers' Handbooks that described their pupils with the term "charges."

A stern paternalism lies hidden in that term. It implies both the need for confinement and an ethic of nurturing. And that clearly suggests that pupils are in schools against their will.

Which should give us, as college instructors, pause. Too mature to be pupils, not involuntary enough to be "charges," our students nevertheless attend to their education as if forced. Worse, they define it in their own narrow terms rather than as the broadening experience colleges hope for them.

Helen Horowitz intended, in the book under review here, to examine this disparity of purposes. Cast in chronological time, as history must be, it nonetheless reads like a work of anthropology. Horowitz believes that an aristocratic culture, which she has named "Campus Life," dominated colleges for a century and a half before the 1960s. That culture, she demonstrates, arrived in the aftermath of ferocious campus tumult.

Periodically in the years before 1830 students responded to their colleges' demands for scholarship and pious demeanor with open warfare. There anger went beyond the usual pranks of nailing shut their tutors' dormitory door and rolling rock-filled barrels through administrative hallways. Harvard students bombed a lecture hall and Yalies blew up their chapel, while at North Carolina collegians horse-whipped their president.

Horowitz attributes this combat, somewhat unconvincingly, to an educational system which demanded little more of students than memory work. She notes that daily "recitations,"

given individually and in chorus, filled hours of boring classtime. And, as a counterpoint to the endless repetitions of Latin passages, professors berated their students for remaining unmoved by the literature they were chanting. Yet the bulk of her evidence suggests that the real cause of student distemper lay deeper.

The affluent majority of undergraduates had acquired an aristocratic values system. It directed them to disparage anything more than ritualized piety and dismissed as useless most book-learned knowledge.

Finally, as a result of "armistices" reached by administrations with their students in the 1820s, it became possible to give comfortable expression to these values while remaining enrolled in college. Thereafter, as "College Life" gained campus hegemony, the violence subsided.

The new student culture mixed anti-intellectualism with hedonism in a club-setting that soon hardened into a fraternity structure. When, in 1849, the University of Michigan faculty lamented fraternity "debauchery, drunkenness, pugilism . . . disorder and ravagism," it could have been reissuing a jeremiad from 1800. The difference was that, in its new setting, such behavior was tolerated. Students had successfully turned their college experience to their own purposes. The fairly consistent success with which they would continue to do so constitutes the major theme of Horowitz's study.

Fraternities were now free to instruct their members in the nature of male bonding, the pleasures (and appropriateness) of raucousness, not to mention the gentlemanly art of holding one's liquor.

After the Civil War, an increasingly competitive business world required additional skills, and "College Life" sought to provide them as well. Collegiate sports appeared almost as a concession operated and staffed by fraternities. Walter Camp gave voice to the pleasant fiction that football "instills into the young man those attributes which business desires and demands."

(Yet few seem to have attended to Camp's other claim, unmentioned by Horowitz, that football promotes clean living. Fraternities recruited members to hedonism, not chastity, marketing equally their access to sororities and to alcohol. The morality of "Campus Life" was an aimless boosterism exalted as "college spirit." The only recognized vice, "apathy," was denounced by campus newspapers as if it were cholera.)

Education as a transmission of a literary, historical and cultural heritage was obviously irrelevant. Horowitz, who relies heavily on biographies to illustrate the points she makes, might well have mentioned that paradigm of student insouciance, Harvard's Robert Benchley. Benchley expected only two things of a class he enrolled in. It must be offered on the ground floor of a building and it must never be scheduled before 10 a.m.

The most famous college reform of the 19th century, Charles Eliot's creation of an "elective curriculum," was just what Benchley wanted. Eliot required only one class, freshman composition, of all students. Thereafter they were free to apply any criteria they wished in compiling the units needed for graduation.

Eliot's appeasement of "Campus Life" culture already had many precedents. A principal function of the new office, Dean of Men, was less to weaken the values of "Campus Life" than to prevent its more overt expression from becoming an embarassment. Those hired to the new post were commonly charmed by adolescent wild-oatsing, which they viewed as perhaps the most valuable experience college could offer.

Of course there were other reasons for attending college. Horowitz discusses the values of a second, more serious group, whom she labels "Outsiders." Until the Civil War most Outsiders were divinity students seeking knowledge rather than gentlemanly "polish." Frequently poor, invariably hardworking, they identified with their teachers, whose help they needed in gaining a pulpit. These Outsiders had no impact on "Campus Life," whose pleasures they could neither condone nor afford.

Later, Outsiders of a more secular bent would appear. Beginning in 1866, Cornell offered undergraduate degrees in law, agriculture, "commerce," civil engineering, and public administration. The new career majors attracted students of the same seriousness (and often from the same poverty) as the earlier divinity majors.

If fraternity life was intended to confer advantage, occupational training could at least provide opportunity. Of course, opportunity is a harsher taskmaster than advantage. Hard work made Outsiders into "grubs" and "digs," as more recently they have been reviled as "grinds" and "nerds."

As new groups arrived on campus they usually started off as Outsiders. Women, for instance, first sought college degrees for entry into the human services. Only later, when for some affluent co-eds the pursuit of tone outweighed the need for work, did sorority life bloom.

Immigrants of necessity remained singlemindedly Outsiders. The most remarkable were Jews, their spectacular academic success a mute critique of the "gentleman's C." Harvard and Columbia soon imposed ethnic quotas to prevent talent from overwhelming gentility.

Ironically, it was to teach such "meatballs" (Harvardese for "grinds") that Eliot had hired his faculty. Following the lead of Johns Hopkins he replaced a staff trained as clergymen with one schooled in disciplines such as chemistry and history. But this only italicized the gap in expectations between faculty and students.

New professionalized staffs soon devised their own curriculum reforms. By the 1930s the definition we have today of college education had emerged. Added to programs in preparation for a career (the major), were classes for breadth (general education) and other courses to meet personal interest (a trivialization of Eliot's vaunted elective system; the faculty had rejected marketplace education.)

Seemingly none of this rattled the windows of the frat houses. They simply

the frat houses. They simply instituted test files and coached new members in the technologies of cheating. But College Life would only fitfully dominate campus culture thereafter.

A brand new category of student, and clearly Horowitz's favorite, appeared around 1900--the campus radical. This bohemian iconoclast, at once scholar and reformer, set the tone on innumerable campuses in the 1930s. The late 1940s belonged, in turn, to a fabled generation of grinds, the Veterans. The "vets" refused to wear dinks as freshmen, ignored the imperatives of school spirit, and, worst of all, treated frat culture as infantile. That left only the 1950s for one last fling at airheadedness before new voices of rebellion drowned out the values of Campus Life for good.

By 1970 entry into professional school required high undergraduate grades and fraternities found themselves reduced to pirating their enemies' strategies. Their partial recovery in the 1980s testifies to the success with which they replaced an ethic of school spirit with one of grade grubbing.

But the carnage! Who cares now about all that "made work" with which Deans of Men had sought to tame "the Greeks"? Today, school newspapers struggle to fill editorial posts that once were plums. Student body elections commonly attract under 10% of eligible voters (under 2% among community college students, whose time is at a greater premium). Horowitz could have added that the professionalization of sports has reduced fraternity interest in it.

In all, Horowitz has presented a coherent explanation for nearly two centuries of student culture. We need only compare it with S.E. Morison's tricentennial history of Harvard to see how far thematic studies advance history beyond the merely encyclopedic.

Yet her argument remains unfinished. In part the problem is that Horowitz has been incomplete in her description of the transvaluation of the "College Life" principle. She does not, for instance, fully consider the

ways in which those values were espoused in the 1960s by (of all groups) college radicals. Yet the evidence is there in her book.

It was the 1960s radicals who took up the baton on anti-intellectualism (burning the library at NYU, valuing relevance over traditional knowledge), who espoused hedonism (though preferring illegal substances to the socially credentialed drug, alcohol), and whose opposition to the Work Ethic was distinguishable from that of fraternity members only in the greater eloquence they hurtled against it.

A curious thing. Just as the "nerds" of an earlier day sided with the administration against the impious, hedonistic aristocrats, so 20th century fratmen at Columbia and Berkeley throw insults and rocks at campus radicals occupying buildings. The radicals had not changed directions from earlier times, though they had changed sides. And so, too, had fraternities.

More importantly, Horowitz has never really resolved the major theme of her book: how difficult it has been for faculties to win students over to the purposes of education that teachers espouse.

It is not just that "College Life" discounted serious learning. As Horowitz shows, most Outsiders prized knowledge largely for its usefulness, while the criterion of radicals that knowledge be "relevant" is practically the same thing.

And so we are faced with the fact that we offer a liberal education, if not against the students' will, at least without their active assistance. That in turn raises a question: Do we seek to complicate a collegian's motives by adding our goals to his, or do we chasten him to abandon his motives for ours?

In his recent Philippic against higher education, Allan Bloom made it simple. Only a few students can be convinced to share the faculty's passion for learning. The problem is, of course, that Bloom founded his argument on a kind of crackpot Platonism, proposing, for instance, that one's intellectual

aptitudes are determined by one's musical tastes.

Horowitz certainly makes it clear that social values, rather than Bloomian mystifications, explain student attitudes. But she, too, leaves us with the same bad news. Our students, like most of those a century ago, appear in our classes almost as "charges." Their own culture and the demands of the outside world combine to define education as a series of hurdles they need to leap. Clearly, if they are ever to be lured into a life of the mind, it will be by a college faculty working against great odds. Reading Horowitz's work reminds us once more that a partial definition of a professional is this: a person called in to repair a constantly reappearing deterioration.

THE SCHOLAR IN THE TWO-YEAR COLLEGE: MAGRITTE'S MERMAID OR CHIRON?

A Speech Delivered at the Modern Language Assn. December, 1987, San Francisco

by Susan Petit, College of San Mateo

A 1935 painting by Rene´ Magritte shows a mermaid which is a fish above the waist and a woman below. The painting's title, "Collective Invention," suggests that, like Lincoln's camel, the mermaid was invented by a committee, but to some people it may represent that other hybrid animal, the community college scholar. This would be the view of those who believe, in the words of Linda Ching Sledge, that community college scholars are "hybrid creatures whose work is only tangentially related to the world of higher learning" (4).

In the last three years I have become that hybrid being. After teaching classes in beginning French and lower-division English, I go home to write about contemporary French literature and to review books on the *nouveau nouveau roman*. Leading this double life may give me the right to describe the community college scholar and to offer a few solutions to the problems facing him or her.

First, I must insist on the value of doing scholarly work. The issue of recency will be heard more and more as all of us grow old, with more or less grace, and probably at the same institutions where we are now teaching. No one can keep up with all developments in a field, but the pressure of publication, of having to be informed in front of a scholarly audience, is a powerful inducement to remain familiar with the major recent developments. Fortunately, there is more and more awareness of the benefits of combining research with teaching, as shown at the 1987 meeting of the Association of American Colleges, whose theme was "New Knowledge, New Teaching" and whose emphasis was on combining research and teaching (Heller and Mangan).

How can one combine teaching in a community college with scholarship? It

is not easy. At most community colleges in California, the teaching load is fifteen units a semester, and class sizes in English at my college are 26, which is close to the California average. Many of my students have scholastic, financial, and personal problems. But if my teaching takes much of my time and energy, it helps to make scholarly research attractive to me--it gets me away for a while from the stressful world of my students.

There are conflicts. It is hard to do research or to write after spending five hours on campus, especially when those five hours usually turn into six or seven. I have a five-day week rather than the two- or three-day week of many university faculty. And I *am* isolated. My colleagues are interested in the fact that I've published articles in scholarly journals, but that's about as far as it goes.

Are community college scholars supported by their institutions? Not usually. Besides teaching a heavy load, we have other duties such as committee work, for which we do not ordinarily get reassigned time, and, with extremely rare exceptions, we are not given reassigned time for research into our academic specialties.

The different expectations for community college faculty and four-year faculty are very clear in California. Faculty at the State University teach twelve units a semester compared to our fifteen and, according to a recent survey, think their teaching load is too high given their research demands (CSUF *Senate Forum*, cited in Commission 108). The faculty at the University of California teach nine or fewer units a semester. Unlike us, faculty at both CSU and UC also routinely receive reassigned time for committee work. And if we in the community colleges are invited to make presentations at conferences, there is a good chance that, unlike our colleagues, we will not receive travel funds. We are often lucky just to get permission to go.

Library privileges are one of the most important resources for a scholar, but community college libraries, at least today in California, are seldom able to serve even

the needs of the students (Fischer, "California," and Atkins) and are entirely inadequate for scholarly research. In 1985-86, for example, the California Community Colleges' mean print pudget per student was $4.46 (Fischer, *Survey*, Table 1, p. 4), or a more cheerful $6.92 (Tachibana, B2), depending on what source one chooses, while the State University spent $94.88 per student and the University of California $214.53 (Tachibana, B2). Recent budget increases for our libraries, though welcome, will not do much to reduce the difference.

If community college faculty need to use libraries at other schools, we may have to pay for library privileges (Stanford charges $500 a year for check-out privileges), or we may be offered them as a courtesy. Unfortunately, my local state university does not offer this privilege. One of the major ways in which four-year colleges and universities could help community college faculty would be to give them free library privileges of at least the same type as they give their students.

Let me consider some other changes that would help the community college scholar. First, the term "scholar" should be broadened beyond its usual meaning. I started doing scholarly research in my field as a student at a local college, and many of my colleagues are taking classes now or have done so recently. Taking courses may not be considered scholarship everywhere, but two-year colleges should regard it in that light. This view reflects the recommendation made in the Carnegie Foundation's November 1986 report that the ideal faculty member should be the *"Scholar-teacher . . .* on the cutting edge of the profession" (20). The report explains that this person is not necessarily a researcher, but someone who knows the literature. The community colleges must encourage the development of such "scholar-teachers." A similar conception of scholarship is given in Recommendation 14 of *Involvement in Learning*, the 1984 report of the NIE-sponsored Study Group on the Conditions of Excellence in Higher Education. This recommendation asks college officials to "define scholarship broadly" so that it is not limited to published

research but includes other research and studies (Study Group 50).

I can suggest two ways in which scholarship can be encouraged. In community colleges where salary is not based on rank, many of us who are still far from retirement age are at the top of the schedule. Ideally, governing boards should create a new column on the salary schedule to compensate faculty for earning still more units. But in our present economic climate that does not seem likely, so I suggest also that states should be urged to set aside special funds to reimburse community college faculty for tuition and fees for graduate-level courses and for some of the costs of taking such courses. They should also be asked to provide money to reduce class loads for faculty taking these courses.

To help faculty who wish to do original research, I would also like to see states and colleges institute a "community college scholar" program which would encourage and honor traditional scholarship by community college faculty. The faculty chosen should have demonstrated their scholarship through publication or other appropriate evidence. The honor should be of two kinds, recognition and reduced teaching load to allow the recipients to have time to pursue their scholarly interests for a specified period, probably a year.

On the local level, community colleges and districts could follow CUNY's lead in establishing a distinguished professorship which carries a reduced teaching load to allow more time for scholarship (White 9). Here in California, Santa Rosa Junior College through its Faculty Fund for Advanced Studies has recently begun to provide awards for research and course work (*Faculty Fund*), and Glendale College has begun a Faculty Scholar program providing a small amount of reassigned time for advanced discipline-related research (Field). The trustees of the San Mateo County Community College District, where I teach, have set aside funds which may pay for tuition. All of these programs are limited, but they are a start.

One problem is that scholarship is often seen by

trustees and legislators as the enemy of teaching. Faculty realize that this is not the case. For example, the Association of American Colleges' 1985 report says that the "finest teachers are often the best researchers" because they can communicate their sense of the "wonders" of "learning and growing" (11). Similarly, the National Institute of Education's Study Group on the Conditions of Excellence in Higher Education says that "research and teahcing can and should be mutually supportive and complementary" (Study Group 50). Although the AAC and the Study Group were both arguing for more emphasis on teaching in the four-year schools, their argument supports equally the need for more emphasis on scholarship in two-year schools. Recognition and support for scholars would help to attract to the community colleges recent M.A.'s and Ph.D.'s who would like to combine teaching with scholarship.

Making the changes I have suggested will probably involve political activity, at least on the level of college and state academic senates. The Academic Senate for California Community Colleges plans to work to have scholarship recognized as a form of professional development in the present legislation to reform California's higher education system.

Also, at its November conference, the Academic Senate passed resolutions which should help scholarship. It recommended to individual community college senates that they "seek profesisonal development funding for faculty research activities" (Academic Senate 13), and it directed its own officers to explore the situation regarding library privileges offered by four-year institutions to community college faculty (Academic Senate 24). Those are small steps, but they may be meaningful ones. Statewide in California, and nationwide, community colleges can be revitalized through programs encouraging scholarship, if we work for that goal. Scholarship must be one thing we do if we are to maintain our status as institutions of higher education.

Scholar in the Two-Year College

I do not want to be Magritte's mermaid beached helplessly on an unfriendly shore. If I must be a hybrid, I would choose Chiron, the centaur who was a prophet, wise man, and teacher, and who was given immortality when Zeus turned him into the constellation Sagittarius.

Community college scholars can combine the practical lessons of their teaching with the demands and stimulation of scholarship to become both better teachers and better scholars. Let us work to make this combination more and more possible.

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A NETWORK FOR ENGLISH MAJORS

by Mary Spangler, Los Angeles Valley College

Los Angeles Valley College, one of the nine community colleges in the Los Angeles Community College District, is located in the San Fernando Valley. Until the last several years, no organized effort was made to identify and reach out to transfer students specifically majoring in English. However, in the last three years, purposeful strides have changed that situation.

Seeing an opportunity several years ago to form a more cohesive but informal network of English majors/minors, another colleague, Shirley Lowry, and I, as self-appointed moderators, organized several existing activities and developed some additional ones under the name "English Circle." While the English Circle has no officers, bylaws, or regular meetings, it has acquired a semi-official status to supervise activities. It receives the support of the chair and several other department members and some funds from the Associated Student Union.

In the fall, an open house in the departmental library provides students an opportunity to meet each other and English instructors in a relaxed atmosphere. Information about particular courses, transfer requirements, and options for majors is available. The roster of students attending grows slowly each semester and currently totals thirty-five. During the spring a field trip via bus to the Huntington Library and Museum is arranged. Since this activity is financially supported by the college, it is free to students, including those in freshman composition classes. Some instructors encourage participation by making the trip an extra-credit assignment that involves writing a report such as a comparison about how a painter and a poet use similar techniques. Students might report on an exhibit of an author they have read or on items of a particular literary period. Without fail, students find the experience valuable, and some join the group the following year.

Network for English Majors

In addition to the open house and field trip, the English Circle sponsors an informal supper in the spring and alternates between instructors' homes. Literature students planning to transfer to a four-year school are invited. The purpose of the evening is to provide a network for these students by introducing them to former English Circle students who have gone on to upper division, especially the primary transfer schools for Valley College. Because many students are intimidated by the idea of going to a larger institution, they welcome such personal support in adapting to upper division. The encouragement and individual contact they receive during the presentation and question-and-answer period are invaluable in reducing their fears. The positive feedback about this networking from former students now in law school, graduate school, and community college teaching positions reveals that these interactions have helped students to make a successful transition. A secondary benefit is that the transfer students know a familiar face and have a valuable contact in the future.

Several other activities are also included in the English Circle, including the awarding of a scholarship to an English major each semester. In addition, freshman composition students participate in an essay contest with cash prizes. Besides encouraging broad participation, these activities focus attention on other courses in the department.

Enrollment in the literature classes at Los Angeles Valley College gradually increases each semester, partially because of these energetic efforts to recruit new students. Faculty distribute flyers describing each literature course every term, both in class and at the open house. For spring 1988, registration in introductory literature classes has boomed, with sections previously enrolling twenty students now trying to accommodate forty. The enrollment in the survey of British literature is a remarkable forty students, and in the poetry class the numbers have risen from four in fall 1984, to thirty-five in spring 1988.

Network for English Majors

This network succeeds partly because it is an informal organization addressing the needs of a specific group of students. However, its survival depends upon quiet, steady, behind-the-scenes effort. In the case of the English Circle at Los Angeles Valley College, that effort is worthwhile in light of the positive results.

INTERCHANGEABLE PARTS

By Sandy Lydon, Cabrillo College

Henry Ford garners a paragraph in most United States history texts because he helped introduce the concept of standardization and interchangeable parts to American industry. The only color Model T you could buy was black, but you were always assured of being able to buy parts for it anywhere in the country. Ultimately, assembly lines and their interchangeable parts (and people) became the metaphor for American efficiency as well as the nightmare for those who saw the depersonalization that came with them. Were Henry Ford alive today, he would be extremely pleased with the evolution of California's Community College system, for it, like his beloved and pedestrian Model T, is becoming a soulless collection of interchangeable parts.

The conditions which have accelerated the standardization of California's community colleges are well known: most of the blame is laid upon Proposition 13, which drove all higher education to the same public trough and a legislature which has grown impatient with the jostling, pushing, and snuffling. Consultants, legislators, chancellors, and even the statewide Academic Senate continually insist that the 106 colleges stop their wrangling and start speaking with a united voice. Maybe so, but the danger inherent in bringing the colleges into tune is that the richness and diversity that once characterized California's community colleges will be replaced by a comfortable and pedestrian uniformity: McCollege. Open the styrofoam box at Butte, Cabrillo, Modesto, or Cerritos, and the curriculum will be the same -- overprocessed, tasteless, and bland. The process is well under way, and the primary agents for bringing the colleges into line are the new breed of administrators who insist on calling themselves managers -- they are the first truly interchangeable parts in this evolving system.

Interchangeable Parts

One of the perks of a faculty senate president is being invited to attend statewide educational conferences, and as I enter my third year of wandering the corridors of convention hotels across the state, a pattern has emerged. First, for those who are worried by the old saw that good teachers are being snatched out of the classroom to become managers, I would say you have nothing to worry about. Most of the presidents, chancellors, vice-chancellors, and the like are very poor public speakers, arriving at conferences with hastily prepared presentations filled with words ending in "ation." Apparently being a boring speaker is a prerequisite to becoming a modern California Community College manager. When I quietly point this out to my table companions, they usually assure me that the person at the podium is a poor speaker but an excellent manager. Funny how the word *leadership* never comes up.

When two Chinese meet, they greet each other with the query, "Have you eaten?" When two California administrators meet, the question is, "Where are you working now?" Hallway discussions center not on teaching, but on lateral movement -- job openings, screening committees, and interviews. Colleges are identified not by their programs or faculties, but by current or recent administrative search committees. California Community College presidents now have their own acronym -- CEO -- and their own organization. At first I thought they meant Chief Educational Officers, but I soon learned that it was as I feared -- the corporate approach -- Chief Executive Officers. The Instructional Deans have evolved into CIOs -- Chief Instructional Officers -- and have adopted a standard uniform, jargon, and style of dress. They tumble around in workshops and conferences, aping their corporate models, working on those rough edges until they attain the attributes of a good manager. Smooth. Slick. Polished. As they move through the generic convention hotel corridors, they leave faint trails of oil on the carpet.

When you confront them with all this, they lament that it is all caused by having to deal with rigorous

statewide regulations, an unfeeling Chancellor's Office, and increasingly politicized local boards of trustees. They wail about the tenuous nature of their jobs and claim that the absence of tenure makes them pander -- while their eyes sweep the room like radar, seeking those "meaningful career contacts" that will help them "network" themselves to another institution. Ply them with drink and these managers admit there is little or no satisfaction in being a manager -- the only gratification is being selected for a new position. So, they wander California treating each college as a one-night stand, making quick, cosmetic changes, getting their ticket punched, and rarely staying long enough to see any of their ideas take root, much less learn the institutional history, lore, and legend. It is no accident that an administrator "on the move" is always new and can never be held accountable. This promiscuous lateral movement is driving us into a uniform statewide community college system because it is based on the belief that management skills are transferable and local college idiosyncracies can and must be overcome with overlays of jargon, fad, and system analysis.

Community college faculties are the only hope for stopping this implosion which is sucking us all through the golden arches of Sacramento. Many observers point out the "graying" of California's community college faculties as one of the major *problems* facing the colleges today, but I would argue that those very faculties are the only ones in a position to save the colleges. Managers often use words such as "static," "entrenched," and "rigid," to describe their faculties. I would counter with "stable," "knowledgeable," and "committed."

The repositories for diversity, individual uniqueness, and community sensitivity are not the managers -- they're always too new. It is the faculty of each of the 106 community colleges that has the genetic coding which gives each college its identity and reason for being, and it is up to us, those faculties, to take the time to impart that wisdom to these new managers. We must take them by the hand and have them sit

with us around the campfire as we explain the origin myths, the stories and traditions which make our colleges unique and important. When the managers confront us with one of those homogenizing staff development subjects (matriculation, articulation) we must agree to attend only if they will take a manager - development session on the history of the college and its place in the community.

We might grieve for the managers and their lonely and hollow lifestyle of wandering, but we must never mistake the new managers for educational leaders. Instead, and perhaps for the first time, the role of *educational* leadership has accrued to the individual faculties throughout California. Shared governance? Hell, we *are* the educational leaders of these institutions, and we are the only ones standing between the true *community* college and a uniform, stultifying, bland, and homogenized community college system.

The individual colleges originally grew from local initiative planted in the soil of local concerns, and every step we take toward standardization takes us farther away from our constituencies. Is it any wonder that our collective communities no longer support us as they once did? They walked precincts and campaigned for their own community college because they believed that they could customize and individualize the college to suit their individual needs. The community colleges have mutated into grotesque replicas of Big Government and Big Bureaucracy filled with faceless functionaries who know only the mantras "Please Hold," or "I'll transfer your call," or, the most terrifying of all, "I'm new here. Let me find out and call you back." Those communities that worked so hard to build us have turned away in disgust.

The community college faculties offer the only hope for arresting this inexorable slide to standardization and political doom, for we are the only remaining repositories of wisdom about teaching, learning, and community. We should begin by imparting those traditions to the CEOs, CIOs, CSSOs, and their officer colleagues; they need to be roughed up and

localized. Then, if they are wise enough to be good managers and leave the teaching to us (all good military officers finally learn that they do not *run* anything -- the sergeants do), we should stroke them and give them enough pleasure to prevent their seeking the Orgasm-Of-Being-Selected somewhere else. Finally, as the campfire dies down, we should conclude with a short lesson about commitment and loyalty.

IMAGES OF TEACHING AND LEARNING IN CHILDREN'S LITERATURE

A Learning Assessment and Retention Consortium Conference Presentation of 11/21/87, Santa Clara

by Karen Sue Grosz

As some of you may know, I teach English, with special emphases on remedial English and children's literature. As I pondered the topic given to me for this presentation today, "Improving Student Outcomes Through Faculty Involvement," I found myself thinking about images of teaching and learning in children's literature, and I would like to pursue some of those images today.

The first work that often comes to mind when people mention children's literature is Lewis Carroll's *Alice's Adventures in Wonderland*, and, indeed, that work does embody many of the images found in other works as well, and in some important ways represents the prevailing metaphor that permeates works we comfortably label "children's literature," for it presents the quest of the youngest child in search of maturity. In her search for adulthood the child Alice learns several important lessons and benefits from the superb instruction of some master teachers.

We first encounter Alice as she tumbles down the rabbit hole. During this protracted descent, Alice attempts to show off what she has learned in school. But as she recites her carefully memorized lessons, Alice realizes that all is not quite right:

> Down, down, down. Would the fall never come to an end? "I wonder how many miles I've fallen by this time" she said aloud. "I must be getting somewhere near the centre of the earth. Let me see, that would be four thousand miles down, I think," (for, you see, Alice had learnt several things of this sort in her lessons in the school-room, and though this was not a very good opportunity for showing off her knowledge, as there was no one to listen to her, still it was good practice to say it over) "--yes, that's about the right distance--but then I wonder what Latitude

> (Alice had not the slightest idea what Latitude was or Longitude either, but she thought they were nice grand words to say.)
>
> Presently she began again. "I wonder if I shall fall right through the earth! How funny it'll seem to come out among the people that walk with their heads downwards! The anti-pathies, I think--"

The story is difficult reading for those students who don't catch the irony of Lewis Carroll's twists as Alice malaprops her way through Wonderland. But what intrigues me in this opening episode is her desire to show off, even when there is no audience. This image of showing off recurs in children's literature. It's seen when Mole grabs the oars from Rat in *The Wind in the Willows* to demonstrate that rowing a boat must be fun and easy, only to have the boat capsize. It's seen when Sparrowhawk in *A Wizard of Earthsea* learns more than the wizards of Roke Island have prepared in the wizard student's course of study so that he can upstage his older rival, the wise sophomore Jasper, and summon a spirit from the dead, only to have that spirit bring along a dark shadow that claws and permanently scars Sparrowhawk's face.

I suspect that many of us in the classroom have caught that desire on the student's part to show off. While the desire may be more manifest in a foreign language classroom than in a remedial English class, still we have all seen the hunger students have to use their knowledge purposefully, and what purpose could be more immediately gratifying than that of demonstrating one's superiority? It strikes me that we don't always do enough to feed that hunger in ways that can work to students' benefit. We should strive to build into our classroom presentations time for students to show off what they know. This doesn't have to be a fully egotistical exercise. The simple practice of collecting student essays and then redistributing them so that the author is far removed from the work and then asking the recipient to read the work in hand can be a powerful tool for involving all students in a non-threatening and non-egotistical way. The author need not identify herself/ himself, but on occasions when I have used this paper exchange, I have found that as others be-

come involved in critiquing the work, the author invariably pipes up with an explanation.

There is another dimension to Alice's experience which also recurs in children's literature: she proves to be her own best teacher. As the opening episode demonstrates, the formal learning comes out of Alice in oddly warped ways. She never quite gets the material right, and before her adventures are finished, she has covered all the disciplines from fractured multiplication tables, to sadly distorted geography (Allan Bloom might have been concerned about the impact of education a century ago!), to inappropriate French phrases. It would appear that Lewis Carroll, himself an Oxford don, held formal education in low regard. But he is joined by other authors, such as Kenneth Graham, who portrays Toad as an obnoxious and insensitive product of the best that money can buy. Rat and Mole, on the other hand, are schooled by nature and learn extensively from their own mistakes.

Alice similarly endures a nightmare of frustration and rejection in Wonderland before she realizes that she doesn't need the approval of the King and Queen of Hearts to prove her worth. It isn't until Alice internalizes all that she has been taught and uses it to make her own independent judgment of the world around her that she is recognized as an adult.

In the classroom this independent judgment is the critical element that frees the student to begin to explore and experience the joy of knowledge. I suspect that we might, in our Title 5 jargon, apply the term "critical thinking." But I want to point out that Alice and the other protagonists of children's works emerge as critical or independent thinkers only after enduring the despair of having failed. I sometimes wonder if we don't go too far in protecting students from the very failure that might be their springboard to success. Just as Alice must have the freedom to show off, she must also cope with the rejection that accompanies her insensitive remarks to various Wonderland creatures. Gradually she recognizes that being adult means being herself, not some other character whose words she might

mouth in an attempt to sound impressive. Similarly, students arrive at an academic maturity when they stop mouthing their professors' ideas and dare to apply their own ideas.

It is at this stage of student application of knowledge that assessment is especially sensitive, and it is at this stage that I suspect many of us unwittingly let our students down by not being honest with them, grading them for effort rather than for what they produce. It's not easy to be honest with students who are making those first attempts at independent thinking, when they're so anxious to be accepted but, like Alice, aren't yet quite right. Alice needs to be set straight, and she has the Cheshire Cat, a symbol for Lewis Carroll himself, to guide her in that stage of her learning development.

As a master teacher, the Cheshire Cat recognizes the necessity for Alice to be informed when she's wrong and to be patiently nurtured so that she will persist in her quest:

> The Cat only grinned when it saw Alice. It looked good-natured, she thought; still it had very long claws and a good many teeth, so she felt that it ought to be treated with respect.
>
> "Cheshire-Puss," she began, rather timidly, as she did not at all know whether it would like the name; however, it only grinned a little wider. "Come, it's pleased so far," thought Alice, and she went on. "Would you tell me, please, which way I ought to go from here?"
>
> "That depends a good deal on where you want to get to," said the Cat.
>
> "I don't much care where -- " said Alice,
>
> "Then it doesn't matter which way you go," said the Cat.
>
> "--so long as I get somewhere," Alice added as an explanation.
>
> "Oh, you're sure to do that," said the Cat, "if you only walk long enough."
>
> Alice felt that this could not be denied, so she tried another question: "What sort of people live about here?"
>
> "In that direction," the Cat said, waving its right paw round, "lives a Hatter, and in that direction," waving the other paw, "lives a March Hare. Visit either you like; they're both mad."
>
> "But I don't want to go among mad people," Alice remarked.

"Oh, you ca'n't help that," said the Cat, "we're all mad here. I'm mad. You're mad."

"How do you know I'm mad?" said Alice.

"You must be," said the Cat, "or you wouldn't have come here."

This interchange could serve as a model for academic advisement. A professional can assist the student who has a clearly defined goal, but the goal must be one of the student's choice. Whether the student pursues an idea through a written composition or an idea related to career goals, there must be a goal. How many of us have labored through essays that had no clear goal? Patience is truly our trademark.

As far as madness goes, I've often thought that Lewis Carroll must have taught a few remedial English and freshman composition classes along with his mathematics and logic classes.

One last point that impresses me in my examination of learning and teaching images in children's literature is the recognition of learning as a continuum. At the age of seven, Alice may have reached the mature stage of independent thinking and thereby earns a crown, but that doesn't mean that she has learned all there is to know. As Alice shrinks and grows all out of proportion to the creatures around her, Lewis Carroll provides a graphic representation of the emotional shrinking and growing that is part of the maturing process. It is mirrored in the frustrations students encounter as they go through the learning process; there too they alternately experience the belittlement of their occasional mistakes and the exhiliration of their successes, shrinking and growing emotionally.

But as the Cheshire Cat advises Alice, it doesn't matter which way Alice goes in her quest through Wonderland. To put it in Lewis Carroll's terms, for he favored childhood over adulthood, all children are condemned to grow up, regardless of their own desires, and those who desire adulthood before their time, struggling as Alice does to intrude upon the mad, chaotic world of adults, won't necessarily get there any faster. The individual matures at that moment of independent thinking, and no

one, not even the individual, can just make that happen.

I suspect that the same is true of students in the learning process. And in this context, I suggest that we need to be cognizant of the learning continuum by knowing what students have learned before entering our classes (and that means knowing what is happening in our disciplines at the high school level), as well as what will be expected of them after they leave our classes. Each student matures academically at an individual pace, and there will be ups and downs in the gradual movement toward independent thinking. I always love the point in the semester when I can almost see light bulbs flash among remedial English students as they suddenly understand relationships among nouns, adjectives, adverbs, and verbs. The light bulbs don't all flash at once, and I know I can't make them flash. Like the Cheshire Cat, like Sparrowhawk's master teacher Ogion, like Rat as he guides Mole through the river world of *The Wind in the Willows*, I can only be a guide, carefully pointing out mistakes and patiently pointing out the choices. But my students will learn, just as Alice will mature. The choice is in the quality of the learning, and I would prefer to produce student Alices who ultimately learn to think for themselves, rather than pompous, self-absorbed Toads, reciting endless strings of unrelated information and serving only as mouthpieces for my own limited ideas.

WHY THE ACADEMIC SENATE HAS ADOPTED THE AAUP ETHICS STATEMENT

A Policy Paper Prepared by the Educational Policies Committee

Ethics in teaching is much discussed, but unfortunately both faculty and the general public often seem more concerned with what is unethical than with ethics as a code of moral values. The 1970 "Statement on Professional Ethics" of the American Association of University Professors (AAUP) is an exception to this concern with unethical conduct, for it sets forth five ethical obligations of faculty: as members of a discipline, as teachers, as colleagues, as members of institutions, and as members of a community. The Educational Policies Committee has adopted this statement with only minor editorial changes, for the reasons which follow. (The edited statement can be found at the end of this paper.)

I. The AAUP statement begins with the faculty's duty to their disciplines. That obligation is not greater than the others -- in fact, each of the five areas covered is broader than the last. But for most of us, it was through our academic disciplines that we first became truly involved in education. Our disciplines reflect not only our major intellectual interests but a commitment to disinterested inquiry, to truth, and to thought. We show this commitment mainly through our knowledgeable and enthusiastic teaching or through our work as counselors, librarians, and nurses.

But we cannot remain knowledgeable -- and probably we cannot remain enthusiastic -- without also performing activities which keep us current, and so we have an obligation to read the recent literature, attend conferences, belong to professional organizations, take courses, and engage in other staff development activities. We may even be able to carry out original research in our fields or otherwise to practice our disciplines. We must take advantage of sabbaticals, leaves, exchange programs, and other staff development activities, and we must also

seek to create such opportunities.

II. The AAUP next discusses the faculty member's obligation to teach. In the community colleges, we have a special obligation not only to teach our subject matters but also to instill a respect for truth and intellectual inquiry. We often must also raise our students' intellectual ambitions and combat defeatism on the part of students who feel that they cannot succeed because of their race, social status, or previous educational experience.

Treating students ethically means not only avoiding favoritism or exploitation, but also giving students the education that they deserve. We must not compromise course standards, and we must provide, individually and collectively, the means for success. Individually, we must offer enough out-of-class time to students, and we often must insist that they take advantage of it; collectively, we must provide adequate testing, counseling, placement, learning resources, and job and transfer information. We do our students no favor if we let them pass without the skills and knowledge they need, and we hurt them equally if we do not provide them with adequate support services.

III. Community college faculty's obligations to their colleagues are important, too, as the recent Master Plan Commission recommendations emphasize. We have not always had full responsibilities in hiring and firing, meaningful evaluation, and retention and promotion, but that situation is changing. Interestingly, we have often fulfilled the obligation to our colleagues in a way the AAUP does not mention, by sharing information, offering disinterested advice, and team teaching. A part of our ethics is helping each other get through difficult times and sharing our successes.

Our obligations to our colleagues also include, according to the AAUP statement, a duty to participate in governance. For us, that generally means serving on committees which recommend policies and make decisions relating to students, courses, and professional leaves. Under new Title 5 regulations, or under the provisions of legislation now being considered in Sacramento, those duties will

surely be expanded.

IV. After considering the obligation to colleagues, the AAUP discusses the obligation to the institution. The AAUP statement stresses the fact that faculty may serve an institution by criticizing it, even though they are legally obliged to follow the institution's rules. When we recommend changes, we should be trying to improve the institution; if we merely accept poor conditions because we are afraid to criticize, we are failing our duty as faculty members.

This same obligation to our institution requires that we give it an adequate amount of time. We must meet classes, keep office hours, and serve on committees. Our institutions have the corollary obligations not to overload our classes and to create full-time positions so that faculty are paid in proportion to the work required.

V. The last obligation discussed in the AAUP statement is to the community. In carrying it out, we should not scant our professional duties or abuse our connection with an institution of higher learning, but we must be as diligent in serving our community as any of its members. We offer special services to the community through speakers' bureaus and other college-sponsored activities; we vote and encourage our students to do so; we participate in political activities; we obey the laws or perhaps participate in open civil disobedience against them; we work for and contribute to fund-raising drives; we serve in secular and religious institutions which reflect our beliefs.

An ethics statement should spur us to be our best. In adopting the ethics statement of the American Association of University Professors, we not only have aligned ourselves more fully with our colleagues at senior institutions but also have accepted and endorsed a policy which is a source of pride and inspiration.

AAUP Ethics Statement

1987 AAUP STATEMENT ON PROFESSIONAL ETHICS

I. Community college faculty members, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subjects is to seek and to state the truth as they see it. To this end faculty members devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

II. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. Faculty members demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to assure that evaluation of students reflects their true merit. They respect the confidential nature of the relationship between faculty member and student. They avoid any exploitation of students for private advantage and acknowledge significant assistance from them. They protect the academic freedom of students.

III. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Faculty members do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas faculty members show due respect for the opinions of others. Faculty members acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institution.

IV. As members of an academic institution, faculty members seek above all to be effective teachers and scholars. Although

faculty members observe the stated regulations of their institutions, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Faculty members give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decisions upon the program of the institution and give due notice of their intentions.

V. As members of their community, faculty members have the rights and obligations of all citizens. Faculty members measure the urgency of these obligations in the light of their responsibilities to their subject areas, to their students, to their profession, and to their institutions. When they speak or act as private persons they avoid creating the impression that they speak or act for their colleges or universities. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

CRITICAL THINKING IN THE COLLEGE CURRICULUM

A Policy Paper Prepared by the Educational Policies Committee

Background

In 1986, the Board of Governors of the California Community Colleges instituted a policy calling for strengthening the rigor and academic standards of all college-level courses to be counted toward the associate degree. These new Title 5 regulations are in the process of being implemented in the community colleges through the cooperation of academic senates, curriculum committees, and instructional offices. One of the policy's new requirements calls for all courses to promote the student's "ability to think critically" and "to understand and apply concepts at a level determined by the curriculum committee to be college level."

One of the first difficulties encountered by curriculum committees throughout the state was the establishment of a definition of critical thinking broad enough to encompass college level courses throughout the academic and vocational/technical curriculum, as well as a definition that could apply to both content-based and skill-based courses. The Educational Policies Committee of the Academic Senate has prepared the following paper in order to provide a broad definition of critical thinking skills and to assist faculty in identifying some of the intellectual actions that constitute critical thinking in their courses.

A Definition of Critical Thinking

In a recent paper prepared by Chancellor's Office staff member Nancy Glock, the following definition of critical thinking skills has been proposed to assist faculty within all disciplines to meet the new requirement. The critical thinking skills proposed here (see appendix) should allow faculty to assign work that challenges the critical thinking abilities of their students without creating a new or artificial component of their courses. Instruction and conscious application and practice of these critical thinking skills should enable students to

develop and apply these skills to other areas of the college curriculum.

> *Critical thinking skills are those diverse cognitive processes and associated attitudes critical to intelligent action in diverse situations and fields that can be improved by instruction and conscious effort. (Glock, 1987: 9)*

Glock further refines the application of critical thinking by noting that actions involving physical skills that not only are habitual but embody instantaneous decision-making, such as some instances of athletics or crafts, do call upon critical thinking. The test is whether actions can later be analyzed and assessed for strategic or aesthetic effectiveness and improved thereby. If they meet this test, then the actions in question have the *potential* for instruction in critical thinking. That potential is realized when students are required to make explicit their reasoning, and are taught how to generate further options and to assess their strategies and outcomes against the standards of the field. Thus, critical thinking is itself an open-ended and continually evolving process that should be fundamental to most disciplines, and also useful in adapting to different situations. At the broadest level, critical thinking skills are transferable from one discipline to another, but the effective application of these generic skills also requires domain-specific knowledge. Although the transfer is not necessarily automatic, a student with well-developed skills in critical thinking in one area should be able to apply these skills to other areas, and "substantially decrease the amount of time necessary to become proficient in a new field of endeavor" (Glock, 1987:10).

While critical thinking cannot be reduced to one skill or one set of skills, it can be defined in terms of intelligent actions that enable students to comprehend, communicate, or engage in problem-solving or strategy-building techniques. Questions that ask respondents to list or to describe what has already been listed or described in class or instructions that require execution of a fixed series of motions or rote drills are not "intelligent actions" in the required sense. Thus, a col-

lege course should require students not only to exercise judgment by describing alternate solutions, but also to make decisions, and to be able to justify those decisions. The development of critical thinking will allow students to move beyond the passive learning of evaluative standards to the creation of their own standards of criticism. The incorporation of critical thinking skills as a primary objective of college-level courses will have a great impact on the college curriculum and its responsibility in assisting students to develop the skills necessary to arrive at better answers. The role of community college faculty in "improving by instruction and conscious effort" their students' critical thinking skills in the context of their discipline, should enhance the students' ability to do well in other areas and thus create a learning environment of "critical thinking across the curriculum."

To define critical thinking skills is to restate many of the traditional goals of higher education; that is, to provide a program of instruction that enables students to become independent learners, to be capable of exercising informed and balanced judgment, and to contribute as mature citizens in their society.

Critical Thinking in Some Skill-Based Areas of the Curriculum

Following are illustrations of how critical thinking skills can be integrated into specific fields of study, to benefit both students and the curriculum.

Performance Classes in Art and Music

It is a well established principle that even beginning art students can be taught to critique their own work and that of others. As they articulate the successful and unsuccessful aspects of a work, they are performing just those evaluative tasks that mark independent, rather than passive, learning. They are developing the ability to make thoughtful, informed, and careful judgments and, thereby, to develop confidence in the value and strength of their own judgments. Thus, the task here is only to enhance student awareness of these activities and the connection between them and the rest of their education, indeed the

rest of their lives. Choosing a career or making other decisions involves an interplay between self-expression and the constraints of reality different from, but parallel to, the artist's work in creating from the medium something beautiful, meaningful, or aesthetically satisfying.

Critical thinking is inherent in musical performance, and even the beginning student becomes aware of the constant split-second decisions which must be made in transforming the composer's "blueprint" of musical symbols into sound. The task of the instructor is to stress the expressive elements of musicmaking such as touch, tone quality and phrasing, from the outset, while simultaneously teaching the basic skills of music-reading and instrumental technique. Students should be shown the criteria by which their performances are evaluated by the instructor and learn to use these criteria to analyze the performances of fellow students. . If they discuss one another's interpretive decisions, they learn about the objective and subjective bases of these evaluations. As they make and justify their judgments, they are becoming more skillful at introspection, more knowledgeable about music, and more autonomous in their own judgment. The knowledge gained from this analysis can then be applied to their own performances. As the student progresses, the elements included in this analysis will begin to include interpretive decisions and stylistic awareness as well as technical accuracy and basic musicianship. Since the knowledge gained through lecture, demonstration, and performance analysis in the classroom must be applied by the student during practice outside of class, the concept of independent learning is very much supported here.

Students who learn self-expression as a means of reaching deeply into themselves and who can, at the same time, stand back and evaluate the success of their self-expression and its meaning and value for others, are learning lessons of value outside their artistic endeavors while improving their creative abilities as artists and musicians.

Foreign Language

One of the inherent values in the study of a for-

eign language is that students will learn to understand and respect cultural traditions and values other than their own. From the elementary to the advanced level, the foreign language instructor should foster qualities of open-mindedness, intellectual curiosity, objectivity, adaptability, and a comparative perspective enabling people of diverse cultural and ideological backgrounds to understand each other better. As the population of California becomes increasingly diverse culturally and ethnically, the adaptability of these skills to other areas of the curriculum as well as to situations outside the classroom becomes indispensable. Foreign language instruction in this area should focus on the student's ability to use the language in culturally appropriate ways, to interpret what is culturally relevant in a social situation or a text, and to be able to interact in a range of social situations, including unexpected ones. Functional acquisition of these skills should enable students to recognize cultural characteristics beyond mere stereotypes. From the elementary to the advanced level, foreign language instruction should also encourage students to understand historic processes of cultural interaction through the linguistic influence of one language on another.

Foreign language instruction today focuses on the student's developed proficiency in terms of cultural awareness, comprehension, and productive skills. One of the major purposes in the study of a foreign language is learning to communicate. To develop this ability, students need to use various receptive skills, such as listening, watching, reading, and deducing from context. However, comprehension, whether it be aural or written, precedes the acquisition of productive skills because the student's mind is busy internalizing and integrating the multiplicity of stimuli being received. The foreign language instructor should encourage the synthesizing of all these incentives into oral production. The most creative aspect of a student's acquisition of the language is the ability to improvise orally or in writing in response to different situations. In mastering these skills, the student should make progress from a primarily reactive mode, to a

creative one in which learned elements are combined and recombined, to an initiative mode in which the student initiates and sustains communication.

The integration of the critical thinking skills developed in the acquisition of a foreign language -- all-purpose strategies for figuring things out from context, catching inferences, managing a conversation, learning and sensing what is appropriate in another culture, internalization of grammatical concepts into accuracy of production -- should enable the foreign language student to perform better in other areas of the college curriculum as well as to make informed and responsible decisions as a citizen of a culturally dynamic society.

Physical Education and Athletics

Student involvement in physical education or athletic activities can be regarded as a progressive process of physical and cognitive learning. At the early stages of athletic skill development, the cognitive involvement of the learner is predominantly a process of imitation and of repetitious practice of the imitated technique. However, much like the learning of a foreign language or the refinement of a musical skill, the learning of an athletic skill entails early use of critical thinking skills. Even in early stages of athletic activity, while the student is still receiving general instructions from the instructor or coach, it remains for the athlete to interpret them and to decide how to implement the completed physical action. In fact, in every athletic endeavor there are innumerable ways in which a specific act can be successfully enacted. Students create their own styles for throwing balls, or running or leaping, and this creative activity can enhance the particular athletic skill.

At a more advanced level of athletic performance, students can be taught increasingly subtle and creative modes of activity, and they can be taught how to evaluate the effectiveness of their own performances, as well as that of their teammates and their competitors. Like the artist and the musician, the athlete learns to think critically by becoming conscious of alter-

native styles, by developing and refining a style, and evaluating the advantages and disadvantages of these differences. An understanding of the elements of effective athletic actions can be used by student athletes to improve their performances, both of themselves as well as others. Eventually, students can learn to interpret the dynamics of effective motion and movement, as well as to appreciate the creative tactical and strategic elements of successful athletic performances. Students would discover that the rules of athletic competition exist to make the activities safe, fun and fair, and they may develop ideas of how the rules could be changed to enhance an activity. The acquisition of critical thinking skills allows students to develop the abilities to train or coach themselves; that is, to analyze their own efforts, and to devise methods for improving upon their performances.

As a result of applying these domain-specific critical thinking skills to athletic endeavors, students can also develop the generic skills of analysis and evaluation that can be transferred to other areas of interest and inquiry in the curriculum. In this sense, critical thinking skills are as relevant to the enhancement of physical activities as they are to more traditional applications in academic areas.

Vocational Education

Vocational education programs provide a unique opportunity for students to acquire employable skills as well as critical thinking skills which will allow them to adapt to emerging technological changes. In the modern industrial and post-industrial society, technological obsolescence occurs at an increasingly rapid pace. Thus, vocational education programs cannot teach students only a specific set of skills, but must also prepare them to progress beyond the entry level job, to adapt to changing technologies and to make informed career decisions.

Students in vocational education must learn to see their occupation in historical perspective, to understand its origins and its future. They must develop the ability to understand the broader implications of their occupation in the social structure, to interpret changes around them

in terms of the consequences for their own careers, and to anticipate the need for changes in technique and technology. They must have the ability to analyze developing circumstances and understand the alternatives they face before making decisions.

Critical thinking skills will also allow an individual to construct a working environment that is amenable to both practitioners and clients. A critical awareness of the position and importance of the occupation in the economy will result in a concern for worker satisfaction, a pride in craftsmanship, an elimination of job alienation, and a concern for customer satisfaction. The vocational education student who has acquired critical thinking skills will be equipped to take a broader view of the economic and social relationships that are a part of the workplace, and to understand the short-term and long-term effects of various actions.

It is essential that vocational education students have the skills for adaptation and survival in a rapidly changing world. Critical thinking skills will enhance the adaptive abilities, and these skills will be of lasting importance over the course of a lifetime.

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HUMANITIES INSTRUCTION IN THE CALIFORNIA COMMUNITY COLLEGES: RENEWING OUR COMMITMENT

A Policy Paper Prepared by the Educational Policies Committee

The decline of the humanities in American education is lamented in many recent books and articles, which suggest that many of today's college graduates lack what E.D. Hirsch, Jr., calls "cultural literacy" -- that common body of knowledge educated people were once assumed to possess. Recent developments make this an ideal time for the faculty of the California Community Colleges to address this issue. The new Title 5 changes reinforce faculty responsibility for curriculum and require each college to review all courses in the curriculum. This provides an opportunity to look at the quality and rigor of courses in the humanities and to re-examine how they fit into degree requirements and general education patterns. The review of the master plan and the pending California Community College reform legislation (AB 1725) should encourage the reassessment of each college's mission and force each institution to look at what constitutes a good education and what an educated person should know.

Two recent studies, William J. Bennett's *To Reclaim a Legacy: A Report on the Humanities in Higher Education* and the American Association of Community and Junior Colleges' *Humanities' Policy Statement: The Study of the Humanities in Community, Technical, and Junior Colleges*, are excellent sources of information about the current state of the humanities. This paper will attempt to relate information from these studies to the teaching of the humanities in the California Community Colleges and to make some recommendations for the improvement of our efforts in humanities education.

Since most students take humanities courses during the first two years of college, the community colleges have a particular responsibility in examining and strengthening the role of the humanities in the curriculum. Guidance is needed for our large number of undecided students "shopping"

for courses to take, and a coherent humanities component is needed for our many liberal arts majors.

What are the Humanities?

The word "humanities" automatically brings to mind certain disciplines: languages and linguistics; literature; history, jurisprudence, anthropology, and other aspects of social science; philosophy, archeology; comparative religion; ethics; and the history, criticism, and theory of the arts. However, to define the humanities as a mere list of disciplines is much too narrow. The humanities examine what is human or, as stated in the Bennett study, "the best that has been said, thought, written, or otherwise expressed about the human experience." They also represent a particular learning approach distinguished by beliefs about what is worthy of study. The humanities include methods of particular disciplines as well as methods of broad, interdisciplinary study and, according to the Bennett report, pose the following questions:

"What is justice?"
"What should be loved?"
"What deserves to be defended?"
"What is courage?"
"What is noble?"
"What is base?"
"Why do civilizations flourish?"
"Why do they decline?"

Decline in Humanities Education in American Colleges and Universities

Too many students in the United States today are receiving baccalaureate degrees without even the most rudimentary knowledge of history, literature, art, philosophy, and languages. Recent history provides us with several reasons for this. In the late 1960s and the 1970s the demand of students for a greater role in determining the agenda for their own education led to a gradual abandonment of courses required for all students and a trend toward a practical (career-oriented) education. At the same time, educators failed to exercise curricular authority. Course requirements were determined by departmental competition, and the popularity of courses was a primary consideration. The prevailing attitude was that all learning is relative

and subject to trends. This attitude created a "cafeteria" curriculum from which students chose freely.

A 1984-85 survey by the American Council on Education reveals the following shocking statistics:

> A student can obtain a bachelor's degree from 75% of American colleges and universities without having studied European history.
>
> 72% of American colleges and universities allow a student to graduate with no study of American literature or history.
>
> A bachelor's degree can be obtained from 86% of American colleges and universities without the study of the classical Greek and Roman civilizations.
>
> Foreign language was required for graduation in only 47% of American colleges and universities in 1983, as compared with 89% in 1966.

The following statistic from the same study is particularly significant for community colleges:

> 87% of all credit hours in the humanities are taken in the freshman and sophomore years.

Value of the Humanities in Community College Education

There are many more tangible reasons why students should study the humanities than the simple fact that such study is "good for them" or will make them "more well-rounded individuals." In today's constantly changing society there is a need not only for practical (career-oriented) education, but also for an education which helps develop insights and abilities necessary for fulfilling both public and private lives. The humanities concentrate on the skills of the mind and of language which develop clear reason and communication and promote an appreciation of the impact of technology on the human environment. They encourage the best mental habits and nurture imagination and creativity, while promoting the ability to make value judgments. The humanities teach a disciplined approach to questions of self and society that causes the student to reflect upon

the way personal origins and beliefs affect values and actions.

Study of the humanities enriches the community as a whole as well as the individual student. A balance between the individual and society is fostered, and social cohesion develops through shared understanding, language, and values. Public and private practical aspects of life are made more valuable through the ability to think clearly about important social and personal questions and to communicate through clear written expression. Study of the humanities provides the student with these capabilities.

Recommendations for Community Colleges:

Make sure that there is a significant humanities component in the AA degree and general education transfer requirements.

The new changes in Title 5 require that all courses in the curriculum be reviewed to insure appropriate rigor. As curriculum committees undertake the challenge, they should also examine degree and transfer requirements and through this process determine whether all students, regardless of major, are receiving adequate exposure to the humanities. (The General Education Transfer Curriculum, proposed by the Intersegmental Committee of the Academic Senates, requires three semesters of Arts and Humanities.)

Develop an institutional general education philosophy of what a student should know to be truly educated and a plan for helping students gain knowledge of the humanities through a coherent program of courses in sequence with appropriate program of courses in sequence with appropriate prerequisites and corequisites.

The Curriculum Committee (or an *ad hoc* subcommittee) might serve as the steering committee to guide the process for developing a general education philosophy. There should be wide involvement of faculty and instructional adminis-

trators in this process. If a clear general education philosophy exists, narrow departmentalism will be avoided when curriculum committees choose courses from the humanities to be included in general education requirements.

Clearly identify which courses are appropriate for students who will take only a few courses in humanities.

Many high-unit majors will allow students limited exposure to courses outside the major field, so it is extremely important to guide these students toward humanities courses of a general nature. Care must be taken to promote a balance between breadth and depth. Interdisciplinary general education courses serve this purpose well as long as substance and rigor, rather than trendiness, are stressed.

Be sure that instruction in the humanities includes reading, writing, speaking, and critical analysis components well integrated into the subject matter being taught.

The evaluation process can be used to examine the state of instruction in the humanities. Professional development resources should be employed to develop teaching skills and further knowledge of these disciplines, and increased support of humanities instruction through libraries and learning resource centers should be encouraged.

Work to improve articulation with high schools and universities in humanities instruction.

The Diane Ravitch and Chester E. Finn, Jr., report on the first national assessment of history and literature, *What Do Our 17-Year-Olds Know?* reveals that the decline of humanities in higher education is reflected in high schools. Through enhanced articulation by such means as the Humanities Competency Expectation Statement of the Intersegmental Senates, high schools, community colleges, and universities must work together to plan a unified and

coherent humanities curriculum for their students.

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IMPROVING ARTICULATION BETWEEN HIGH SCHOOLS AND COMMUNITY COLLEGES: ACTIVITIES AND INCENTIVES

A Policy Paper Prepared by the Educational Policies Committee

The faculty of the California Community Colleges are deeply committed to improving the instruction we give our students and committed to helping them move through the educational system. In working toward this goal, we need to become more deeply involved in programs and activities which allow us to work collegially with our high school counterparts to increase the communication between our two segments and improve the smooth movement of students between the high schools and the community colleges.

This paper addresses articulation with high schools. It considers the philosophical basis for such articulation, discusses current programs, recommends activities which academic senates can undertake in concert with college administration, considers incentives which institutions can offer their faculty to encourage participation, and discusses activities in which individual faculty may engage. Finally, this paper briefly cites some exemplary programs.

Faculty's Role in Articulation with High Schools

As the source of all curricular recommendations in their institutions, the community college faculty have a special concern with and responsibility for curricular articulation, as pointed out in *The Role of Faculty in the Articulation Process*, a 1985 report of the Articulation Council of California. Although the specifics of articulation are often handled by one or more administrators, teaching and counseling faculty have historically been involved in articulation, especially as it concerns transferability of courses to senior institutions. Teaching and counseling faculty have also often participated in "college nights" and other activities involving high school articulation.

Nevertheless, more faculty should be involved in articulation. The issue of relations with high schools seems increasingly acute now that California's high school graduation requirements have been strengthened and many high schools are re-examining their curricula. That may be one reason that there have been a number of recent calls for closer relations between colleges and schools. One of the most publicized is an open letter sent in September 1987 to all American college and university presidents and chancellors by thirty-seven college and university heads, chaired by Donald Kennedy, president of Stanford University. This "Kennedy letter," which is partly a response to the Carnegie Foundation report, *A Nation Prepared: Teachers for the 21st Century*, urges colleges to participate in reforms in the schools, to "make a new commitment to working *with* schools on many issues of mutual interest." The letter insists on the need for true partnerships between schools and colleges.

Within California, major changes causing increased focus on the high school curriculum include the high school graduation reforms instituted by the Hughes-Hart Reform Act of 1983 (known as SB 813), the recent Model Curriculum Standards for grades nine through twelve adopted by the Board of Education (1985), and the study of the Master Plan for Higher Education (completed in 1987). All bring a new focus on college faculty's potential involvement in the high school curriculum. *The Master Plan Renewed* (1987), the final report of the Commission for the Review of the Master Plan for Higher Education, asks the Trustees of the California State University and the Regents of the University of California to "formally recognize professional service to the public schools as part of their faculties' responsibilities" and to provide appropriate recognition in promotion and tenure decisions for those who participate (Recommendation 12). Less sure of how community college faculty should be involved and rewarded, the Commission in the same recommendation asks the Board of Governors to "establish a pilot program or explore other means to encourage an enhanced role for Commu-

nity College faculty" in serving the public schools. In March 1984, the Board of Governors of the California Community Colleges recognized the importance of articulation with high schools by directing the community colleges to create and implement policies articulating their courses with nearby high schools and colleges.

The development by intersegmental faculty committees of the statements of competency in various disciplines expected of entering freshmen shows that UC, CSU, and community college faculty can work with high school faculty on curricular issues on a discipline-by-discipline basis. Common sense seems to dictate that the teaching faculty can best work together to establish discipline - related articulation, while counseling faculty must work together to improve articulation not specifically tied to particular fields of study. And, as the development of the competency standards has shown and as existing articulation efforts have confirmed, articulation between college and high school faculty must be undertaken on a basis of collegiality and mutual respect.

Increased articulation between high schools and community colleges will benefit both institutions. High school faculty will gain improved understanding of how their students are expected to perform in college and of how well they actually do perform; community college faculty will understand better the backgrounds and expectations that their students bring with them. And because faculty and administrators must work together to perform this articulation, college faculty and administrators will gain a better appreciation of each other's work.

Current Programs

Articulation with high schools is not new, and it comes in many forms. The major articulation programs functioning now in California are as follows:

Concurrent enrollment and transfer of credit: Many high school students take courses at community colleges because those courses are not offered at their high schools. Similarly, gift-

ed high school students often take Advanced Placement courses in their senior year and receive college credit for them at institutions which recognize the AP program. Students who have left high school without graduating may apply courses taken in community colleges toward fulfillment of high school diploma requirements.

The California Academic Partnership Program, known as CAPP and established under SB 813, works to prepare high school students, especially minority students, for college work. It funds projects which are established jointly by public school districts and postsecondary institutions and which aim at improving the high school curriculum.

The California Chemistry Diagnostic Testing Project, begun in 1985, has recently finished field-testing two preliminary versions of a chemistry placement test in the three segments of California higher education. When validated tests are prepared, they should not only aid placement in postsecondary education but also help high schools better focus their teaching of chemistry.

The California Humanities Project, funded by CSU and UC, works to develop regional partnerships among faculty in middle schools, community colleges, CSU, and UC.

The California Mathematics Project works with all segments through regional centers to improve mathematics instruction.

California Students Opportunity and Access Program, known as CALSOAP, has six regional consortia which aim at improving the transfer rates of minority and low-income students; it is concerned with transfer to community college from high school as well as transfer from community colleges to four-year institutions.

The California Writing Project, which is an offshoot of the Bay Area Writing Project, uses summer institutions to train high school and postsecondary school English faculty in the teaching of writing.

Improving Articulation Between High Schools and Community Colleges

The Curriculum Consultant Project manages a high school accreditation process in which schools seeking joint accreditation by the State Department of Education and the Western Association of Schools and Colleges use outside curriculum consultants, who may come from community colleges, other postsecondary institutions, and other secondary institutions. The process is in its third year of operation as a pilot program.

The Mathematics Diagnostic Testing Project gives the Math Diagnostic Test Series in the eleventh and twelfth grades to provide an early warning to students who need to take more mathematics in high school in order to be prepared for college math, and it also works with faculty who wish to use the tests.

The statewide programs listed above are generally overseen by the California Education Round Table, which was formerly called the California Round Table for Education Opportunity. Its members are the representatives of the California Community Colleges, CSU, UC, the Association of Independent California Colleges and Universities (AICCU), the California Postsecondary Education Commission (CPEC), and the State Department of Education (SDE). The newly formed Intersegmental Coordinating Council (ICC), established by the Round Table, is charged with strengthening and evaluating cooperation among the segments.

Besides statewide programs, there are also many purely regional articulation efforts. Increasingly popular are 2+2 programs. In these programs, one or more high schools work with a community college to establish a vocational program which students begin in their last two years of high school and complete at the community colleges. During that time, they may take courses from college faculty before they graduate from high school, use high school facilities for college courses, and so on. There are also various local consortia which facilitate articulation in their geographic regions.

Finally, one must note that virtually every community college carries out some articulation with its local

high schools; at least, it sends counselors and teaching faculty to transfer days or on visit to speak with students in class. About a third of the community colleges now send some sort of academic performance reports (generally, placement information) to local high schools. But the Academic Senate is convinced that local high school-community college articulation could be much improved in many ways.

Suggested Activities Senates May Wish to Initiate

The Academic Senate urges each local senate to examine current articulation with high schools and to become involved in expanding those efforts. Most of them cannot be undertaken without administrative cooperation; many can be built on present activities which may be directed by the college or district administration. So the senates must work closely with college administrators as well as high school faculty and administrators. Senates are urged to consider the following actions:

1. Help the college become involved in activities which are already well established elsewhere, including those listed above. Addresses of the programs can be found in an appendix to this paper.

2. Advise on increasing or modifying participation in ongoing activities, such as college nights and transfer days, or help arrange fuller faculty participation in visits to high school classes.

3. Find out whether the college is releasing placement information to local high schools. If the college is one of the two-thirds not presently sending this information to the high schools, consider recommending that it change its practice. Help the administration develop a presentation in which the information would be explained and interpreted by a faculty member and an administrator.

4. Arrange for the college's placement tests to be administered to junior or senior students in the local high schools and for the results to be provided.

5. Help the administration to establish or expand a speakers' bureau which provides community college faculty to speak at local high schools on their specialties. If local high schools also have speakers' bureaus, this fact should be publicized in the college.

6. Sponsor discipline-related faculty meetings, perhaps once a year, working jointly with the college and high school administrations. Activities may be formal or informal, but the goal should be to talk about real problems and successes and to improve collegiality.

7. Promote discipline-related faculty workshops in joint sponsorship with local high schools. The success in developing the competency expectation statements shows how fruitful these sorts of practical activities can be. Further, the increasing interest that faculty in all segments of California education are sharing in intersegmental discipline-related workshops suggests a growing potential for these activities.

8. Arrange for-credit workshops for high school and college faculty through a UC or CSU extension program. The workshops should be designed around the needs of specific disciplines or around particular teaching activities and might draw on the expertise of faculty who presently teach both at a high school and at a community college.

9. If there is a nearby UC or CSU campus, explore creating a project involving institutes or workshops drawing on the talents of faculty researchers, graduate students, and high school and college faculty. These programs typically require major external funding to begin and continuing local financial and administrative support (Fortune, ed., *School-College Collaborative Programs in English*).

10. Encourage faculty exchanges with high schools. On a small scale, this would mean some guest teaching in both directions. A larger-scale operation could involve exchanges of a semester or a year. Arrangements would have to be made to protect the faculty members' seniority and other rights, but the problems do not seem insu-

perable and the benefits appear obvious.

11. Consider recommending that high school students be mentored by community college faculty. Volunteer college faculty members can meet and work with a group of high school students regularly to help them improve their skills.

12. Encourage a group of faculty to "adopt" a high school and visit it several times, meeting with the high school faculty at their request and assisting them in solving problems.

Offering Incentives

Many of the activities mentioned above will take a great amount of faculty members' time, and neither high school nor community college faculty can be expected to do them without adequate incentives and support. Attending occasional meetings is part of a faculty member's responsibility, but few faculty could mentor high school students in addition to handling a full teaching schedule. The academic senates should work out arrangements with the administrations to provide adequate support and incentives.

Secretarial help and administrative support: Setting up workshops and helping to arrange for institutes requires practical support; at the very least, it calls for secretarial help, office supplies, office space, a telephone and postal budget, and mileage.

Personnel office support: Exchanges in which faculty trade jobs can be facilitated only if the personnel offices involved are willing to take care of the legal and other paperwork requirements.

Department-level and division-level support: If faculty need to be absent from campus occasionally to carry on an activity at a local high school, the department or divisional heads must be willing to authorize reasonable absence from campus and to provide substitutes as necessary.

Compensation: Any faculty members who are involved in major coordination of articulation activities or who work intensively with high school colleagues (such

as faculty who mentor a group of high school students) must be offered adequate compensation, ordinarily in the form of reassigned time.

Academic Credit: Certain activities suggested above may provide incentives in the form of academic credit or other credit which may contribute to salary advancement or fulfillment of staff development requirements.

In-service days: Activities may be scheduled during high school in-service days and college flexible calendar or in-service days; programs should take advantage of such days whenever possible to provide maximum faculty involvement.

Grants: Some activities may need major funding. If that is the case, senates should make use of all available funding, including funds allocated by local boards for curricular and staff development, state-provided funds (such as the Fund for Instructional Improvement of Instruction), and national funds (notably the National Endowment for Science and the National Endowment for the Humanities). The college should provide faculty with the services of administrators or other staff experienced in grantsmanship.

Recognition: Senates and administrations should recognize the efforts and the success of faculty involved in articulation with high schools. Mention of their activities in board reports and other public acknowledgement of their contributions is essential; the faculty who are recognized will feel rewarded, and their colleagues will learn of the activities and perhaps decide to become involved also.

Those organizing joint activities with the high schools must also consider the incentives and support which the high school faculty need, whether in the form of in-service days, staff development activities, clerical support, or reduced teaching loads.

Individual Faculty Activities

Senates are requested to urge each faculty member to become involved individually in activities which may

improve high school articulation. Faculty members may

1. Join statewide discipline-related organizations which primarily serve high school faculty but which are open to college faculty, and go to their conferences.

2. Volunteer to serve as curriculum consultants (see above). A volunteer form is available from the statewide Academic Senate.

3. Volunteer to serve on high school accreditation teams. A volunteer form is available from the statewide Academic Senate.

4. Work with high school colleagues on discipline-related activities, especially in performance disciplines such as theater and music. Volunteer or seek to be employed as consultants, especially for programs which are inadequately staffed in the high schools.

5. Volunteer to work in articulation activities already established at the colleges -- attend college nights, serve on speakers' bureaus, meet with members of high school departments in the same disciplines.

Exemplary Programs

Many colleges and districts are already very much engaged in articulation with high schools. "High School Articulation," a report submitted to the Board of Governors on December 10-11, 1987, is based largely on research conducted by the Chancellor's Office and designed to learn more about current articulation efforts with the high schools. The research, designed by Dean Connie Anderson, is fully reported in *Building the Bridge for Better Education.*

Improving Articulation Between High Schools and Community Colleges

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1987-88

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